



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

SUGGESTIONS FOR TEACHERS OF ELEMENTARY LATIN

THE daily recitation work of Elementary Latin may be classified under the heads of inflection, syntax, vocabulary, Latin into English, and English into Latin exercises. If the teacher is everywhere calling for inflections, or attempting review work at every point, the hour expires with much of the advance neglected. The following suggestions are given to prevent any such waste, and to assist in emphasizing the right thing only in the right place.

I. *Inflection*.—Before the recitation place the paradigm upon the board, clearly indicating the *stem*, *terminations*, and *quantity* of long vowels (likewise *syllables* and *accent* during the first few weeks). In addition, *euphonic changes* may be shown—du (c + s) = dux, mili (t) + s = miles, leo (n) + — = leo, scri (b + s) + erā + mus = scripserāmus—but do not make this matter prominent until presenting the third declension. (*Have pupils come into the class with books closed.*) At the beginning of the recitation, one pupil may give the stem and terminations; a second, state the laws of euphony; and a third, rules affecting the pronunciation. (*Erase paradigm.*) To insure a correct pronunciation, let the teacher inflect the paradigm first. Some of the brightest pupils may then follow suit. We say brightest, for, aside from the teacher's influence, bad examples of enunciation and accent often become contagious among pupils. When the paradigm has been mastered, have similar words inflected, but only a few. Close attention will be secured if these latter pupils are sometimes stopped in the midst, and another required to complete. Many such halts can be called in the declension of *bonus*, or in the full conjugation of *amo*.

II. *Syntax*.—In presenting Latin syntax, much of the teacher's success depends upon his ability to ally English and Latin constructions. For convenience in comparison, the latter may be divided into three classes: (1) constructions evidently like

the English, (2) constructions whose corresponding English is not always apparent to the pupil, and (3) those idiomatic. Beware of passing hastily over the first—they come early in the year and are the timbers upon which all others are laid. Many a boy has prematurely dropped Latin because the subject and object were still enveloped in a mist. Predicate nominatives and predicate adjectives are also too little understood. The following illustrate the second: dear to his country, full of water, contented with little, electing him president, asking them their opinion, walked ten miles, traveled three months, he is older than I (am), and he likes Latin better than (*he likes*) Greek. If the Latin construction is idiomatic, strip the stranger of his disguise and make him at home, at least as much so as possible. There are two chimneys *to that house* (Dat. of Pos.); or, *That house* has two chimneys (Nom. of Pos.); and again, The two chimneys *of that house* are in sight (Gen. of Pos.). We have just observed that comparatives *with than*, in English, are followed by the same case as precedes. Do we ever omit our *quam*? Yes; more (than *quam*), but not *quam* alone. That English verbs sometimes agree with their subjects in person as well as number is apparent in the case of the verb to be (am, art, is, are, was, were); note also the personal endings in such words as *dost* and *doeth*. Similarly the auxiliaries *will*, *may*, *is*, etc., may be considered tense, mode, and voice signs. While the position of English adjectives renders their inflection unnecessary, that position is quite variable: they often follow their nouns for emphasis or euphony, and become far separated when predicate; and in poetry the position of all words is flexible. Does anything in the mother tongue correspond to the use of *Ne*, *Nonne*, and *Num*? *Veniesne*, Will you *come*? *Nonne venies*, You'll come, *won't you*? *Num venies*, You'll not come, *will you*? These strangers, if properly introduced, generally become the pupil's best friends. Besides the illustrations given by the teacher, the class may volunteer others. The constructions made clear in English, require a short Latin sentence illustrating the same syntax, and finally call for a statement of the rule. When several constructions of the same case have

been met, as the ablatives of means, manner, agency, etc., compare and discriminate.

III. *Vocabulary*.—Here is an opportunity for alert work. Do not require the pupils to rise. Give the English, asking for the Latin. Select the English word representing the primary signification of the Latin, and firmly establish this meaning in the pupils' minds (this should appear first in the printed vocabulary); other English equivalents may be recited by the class. In the case of nouns, require the Nom., Gen., and gender (occasionally, also, certain cases with their stems, terminations, and laws of euphony); in the case of adjectives, the Nom. Sing. of all genders; and in the case of verbs, the principal parts, noting any compounds; in addition require a *derivative* with each. Sometimes, however, begin with the Latin word and call for the English. This is advisable with prepositions, where the case or cases that follow must be learned. Note related words and discriminate synonyms. Do not let the recitation of the vocabulary be fragmentary; the pupil should give the Nom., Gen., gender and derivative in one answer. Call for few or no inflections.

IV. *Shorter Latin into English and English into Latin Exercises*.—The books are still closed and the work is oral. This exercise gives the pupil a firmer grasp of the paradigm. Suppose the lesson is considering the indicative active of *rego*—thirty-six forms; eighteen words in each exercise will illustrate the entire paradigm. In the first part the teacher gives the Latin, requiring the English, and in the second, vice versa. If the pupils are responsive, allow voluntary answers, without rising.

V. *Longer Latin into English Exercise*.—(Books are here opened.) (1) The Latin should be read *in the original* with the correct *pronunciation* (terminations, especially clear-cut) with a proper *grouping* and a suitable *inflection*; the first of these requirements, though, will demand most of the pupil's attention during the early lessons. Let what is principal be made prominent, and what is dependent, duly subordinate; group adjectives, genitives and adjective phrases with their nouns, and likewise, so far as possible, adverbial elements with their verbs; indicate

emphatic words and suggest antitheses—in short, let the original be read, like its English equivalent, in a manner to reveal the thought. The teacher may often lead the way by first reading the entire exercise himself, while at other times he may follow the learner. Occasionally, moreover, have the class review the original on the following day. (2) Translate into idiomatic English, but the pupil must always be able to translate literally, and this should be required when the sentence is quite idiomatic. (3) Syntax. Note especially the new constructions and inflections in the exercise, giving them fullest consideration in the first few sentences; inflect, however, but few words. Occasionally a pertinent question of syntax, formation or position may precede the translation—sometimes the initial attack is at the idiom. Of the questions that follow the translation, most should be directed to correct any mistakes the pupil's recitation has just revealed.

While the opportunities for studying sentence-structure in the early stages of Latin are limited, very much can be accomplished, especially during the last term. To understand the complexity of *Gallia est omnis*, etc., one must begin with the structure of simple sentences. In the adjectives and adverbs of simple sentences we find the embryo of a complex growth: when these cannot sufficiently or conveniently limit their nouns or verbs, phrases are used; and when these latter fail, clauses. Is this word, phrase, or clause an adjective or adverb in force, and what does it limit, are pertinent questions. Teach Latin beginners to locate the spinal column the first year, and they will cease to find so many dismembered limbs and scattered bones the second.

VI. *Longer English into Latin Exercise*.—This may receive written preparation before class time. For recitation, send the pupils to the board, but without books or papers, requiring them, except in the case of a long or involved sentence, to remember the English from the text. It is advisable for them to write the English sentence upon the board, but the foremost will often dispense with this. When, as often happens, the number of pupils is double the number of sentences, each can be written twice. By sending the slower portion of the class first, you

will enable them to complete their work as soon as the brighter pupils; but in correcting, reverse, thus affording the former a better opportunity for detecting their mistakes. In a position to correct the work and command the class, ask for criticisms, giving preference to the pupil whose work is under consideration. Errors of position can be indicated by arrow lines, and incorrect terminations revised. In this way each pupil has corrected all the sentences, perhaps twice. This and the preceding exercise may also be taken orally; this is an economical way when the time is limited, and bright classes enjoy it.

The papers brought into the class may be left at the pupil's recitation seats. During the first of the year the teacher can be of much service by carefully correcting this work and returning it; later, critical attention can be given only to those that need such assistance most.

HERBERT L. WILBUR

TEACHERS COLLEGE
New York City